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ABSTRACT

Although many studies have concentrated on the principal's role in changing school culture, few have noted which norms of school culture were manipulated by the principal. This paper presents findings of a study that identified the effect of the principal upon school culture in two elementary schools in a county of a rural mid-Atlantic state. Both schools were in the process of moving toward a whole-language curriculum. Data were collected through interviews with 11 individuals (the principals and teachers) at the start of the change process and 2 years later, a survey of both school faculties (n=30), and an analysis of teachers' lesson plans. The findings show that the cultural norms of collegiality and knowledge increased and affected the change process; these norms, in turn, appeared to be affected by the change process. Because nine of the cultural norms increased over time despite the principal's leadership style (one was a facilitator and one was a promoter), it appeared that the principal's role had a minor effect on cultural norms. The teachers at the school headed by the promoter believed that their principal effectively increased several cultural norms. The teachers at the school headed by the facilitative principal claimed that although he did not directly affect cultural norms, he allowed an increase to occur through faculty involvement. Three tables and a copy of the survey are included. (Contains 17 references.) (LMI)

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The Principal's Role in Effecting a Change in School Culture

By Karyn E. Schweiker-Marra

Paper Presented at the Annual Meeting of the Eastern Educational Research Association, Hilton Head, South Carolina, March 1995.

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The Principal's Role in Affecting a Change in School Culture

Karyn E. Schweiker-Marra

A relatively new perspective for educational researchers is to view schools as having a culture. Over the past twenty years, researchers have advanced this perspective by developing a cultural approach to educational reform (see Sarason, 1971; Erickson, 1987; Corbett, Firestone & Rossman, 1987). This approach perceives school culture as an important variable to consider when studying change (Erickson, 1987; Duignan, 1985; Popkewitz et al, 1982). Recent studies are concerned with changing or building a school's culture in order to affect a mandated teacher change. Studies which have investigated teacher change have noted school culture's affects on that change. Corbett, Firestone, and Rossman (1987) claim, that in order for "change to be successful, the initiators must understand how the culture will accept the proposed innovation and where the culture itself needs modification" (p. 57). With this in mind many researchers are exploring the necessity of changing school culture if a curriculum change is to occur.

School culture includes the shared beliefs, values, norms and standards that are expressed through the behavioral patterns of school members, along with any external structures that may influence these elements (Maxwell & Thomas,1991). The norms are those "should's, ought's, do's and don't's " within the school culture that are based upon the beliefs and values of the faculty and determine their behavior (Maxwell and Thomas, 1991). Saphier and King (1985) believe that "if certain norms of school culture are strong, improvements in instruction will be significant, continuous, and widespread; without these norms change will depend upon individual teachers and confined to certain classes" (p. 67).

Educational researchers vacillate over what norms of school culture can affect change. Saphier and King (1985) have identified twelve norms of school culture which contribute to teacher change. The first six of these norms of school culture appear to have dependent relationships with one another. They are (1) collegiality, (2) experimentation, (3) high expectations, (4) trust and confidence, (5) tangible support, and (6) referring to a knowledge base. They have hypothesized that these first six norms work together to create an effective school culture for change. Schools, where teacher change occurs, have high expectations and collegiality to support teacher experimentation. This collegiality is built upon teacher trust and confidence. Their administrators treat them as professionals by offering them tangible support in the form of professional development. This professional development affords teachers the opportunity to reach out to a knowledge base. This knowledge base concerns both the formal knowledge base of the discipline and the how-to knowledge base of teaching methods and materials.

The final six norms of school culture involve: (7) appreciation and recognition, (8) caring and humor, (9) involvement in decision-making, (10) protection of what's important, (11) traditions,

and (12) honest, open communication. These final six norms demonstrate effective teacher interaction with each other and their administrators. This is achieved through a school environment that promotes caring for each other and recognition. Administrators can cultivate a school culture that demonstrates appreciation for the staff by involving them in decision-making and protecting their valuable time. Teachers, along with administrators, are responsible for developing a culture of caring, celebrating, and humor. Teachers are also responsible for creating traditions and maintaining open, honest communication with each other. Through this analysis Saphier and King have suggested ways teachers and/ or administrators can affect the school culture.

Research has examined changes made in a school culture by district management, university-public school collaborations, and school principals. It was generally found that changes were more lasting and successful when they were initiated by members of the immediate school culture than by those outside of the school's culture, such as the teacher or principal (Johnston, Bickle, & Wallace,1990). Leithwood (1992) among others (Mitchell, & Willower,1992; Greene, 1992; Coyle, & Witcher, 1992; Johnson, 1991) examined the principal's role in changing school culture in order to facilitate change. Leithwood found that administrators who abandoned transactional or control-oriented instructional leadership modes and use facilitative powers created philosophical changes at their schools. This type of leadership was called "transformational leadership". It helped staff members to develop and maintain a collaborative, professional school culture; fostered teacher development; and aided the staff in solving problems.

While many studies have concentrated upon the principal's role in affecting a change in the school culture in order to bring about change, few have noted which norms of school culture were manipulated by that principal during the change. The major objective of this study is to note the affect a principal has upon a school culture during a period of teacher change. A secondary objective would be to note those norms affected by the principal during this period of change.

Method

Sample

Identification of population. The population for this study was drawn from two schools within the same county of a rural mid-Atlantic state. The faculties were both engaged in a similar change, that being a transition to a whole language curiculum. In order to identify schools for the study, a committee of experts from a local university and the county school system determined which schools were in the process of making a change. This committee consisted of a university professor in charge of supervising field placements in the county, a reading professor involved with placement of university reading students, and an experienced Chapter I teacher in the county. One school was identified as having a grass-roots transition to whole language and the other was identified as having a top-down transition to whole language. Both of these schools were similar

in size, number of students, and number of faculty. Code names for the schools were used to provide confidentiality.

Schools. The two schools had begun their transition into whole language differently. In the first school, Salem Elementary, the fourteen teachers had worked to improve reading instruction for several years as requested by their principal. Their attempts included implementing S.S.R., daily reading alouds, and reading incentive programs. Impetus to use whole language was furthered by the arrival of a whole language teacher whose enthusiasm sparked an interest in her colleagues.

At the second school, Richmond Elementary, the change occurred after one teacher attended a week-long whole language workshop in Boston during the summer of 1990. Upon returning, she announced that in the forth-coming year she would use whole language rather than the basal method. In the next year, there was a rippling effect upon the other teachers at her grade level. Believing that whole language was a more current approach, they felt compelled to follow their colleague and they began to investigate whole language approaches. As a result, whole language approaches were being adopted by several of the seventeen teachers throughout the school.

Participants. Since this was a longitudinal study, eleven participants were interviewed during both phases of the study. This included: the principals, a Chapter I teacher from each school, and three teachers identified as being at various levels of transition at each school. An additional teacher was later added to provide a wider range of transition at one of the schools. Demographic information for Richmond's teacher participants is included in Table 1, while Table 2 contains Salem's teacher participants. Each teacher's name was changed to protect participant confidentiality.

Table 1

Information On Participating Teachers At Richmond School

Code Name	Group Label	Teaching Experience	Degree	Professional Development	Age Range
1. Patty	Resistor	5	BA+15	Working On MA	1
2. Sally	Reviewer	14	MA	Reads Journals	2
3. Karen	Reformer	12	MA	Conferences	2
4. Cherry	Ch.1	14	2MA	Reads/ Conf+	2

Table 2

Information On Participating Teachers At Salem School

Code Name	Group Label	Teaching Experience	Professional Degree	Development	Age Range
1. Dana	Reviewer	7	MA	Conferences	1
2. Channa	Reviewer	8	BA+	None	1
3. Calla	Reformer	19	MA+	Reads/ Conf+	2
4. Sean	Reviewer	17	BA+30	Working On MA*	2
5. Vana	Ch.1	13	MA	Conferences	2

Note. * = These conferences and / or degree were in areas unrelated to reading or whole language; + = These teachers presented at conferences as well as attended; 1= 20 - 35 years of age; 2= 36 - 49 years of age; 3= 51 - 65 years of age.

Both of the principals were males who had been principals for at least twelve years. Demographic information on these two administrators is included in Table 3. Each name was changed to protect participant confidentiality.

Table 3

Information On Participating Administrators

Code Name	Title/ Experience	Program/ School	Degree	Professional* Development	Age Range
1. Len	Principal/24	Salem	MA+45	Reads/ Conf	2
2. Ben	Principal/15	Richmond	MA	None	1
3. Margaret	Director/25	Chapter 1	MA+45	Classes/ Conf	3

Note. *= As part of the job requirement principals attend numerous conferences in the administrative area. Conferences or readings in this study pertain only to the field of reading and whole language; 1= 20 - 35 years of age; 2= 36 - 49 years of age; 3= 51 - 65 years of age.

In addition to the eleven interviewed participants, all members of both school faculties were utilized to answer a questionnaire. Thus, in addition to the interviewed participants, nine other

teachers at Salem School and fourteen more at Richmond completed the questionnaire. This brought a total of eleven participants completing the questionnaire at Salem and nineteen at Richmond.

DataCollection

Four strategies were utilized in collecting data for both phases of the study. A primary qualitative strategy was a formal interview of each participant. Interviews were conducted at the beginning of the study shortly after the teacher changes began (Phase 1)and again, two years later (Phase 2). The interview format focused upon examining the teacher's perception of changes in their school culture and the role of their principal in affecting those changes.

A second data source was teacher lesson plans. Each participating teacher was asked to supply a copy of one week's lesson plans. These lesson plans included all teaching areas during that time period.

The primary quantitative stategy was a questionnaire regarding school cultural norms. The questionnaire was used to obtain teacher perceptions of their school culture. The questionnaire was distributed to all teachers who worked at either of the two schools during the two year period of this study. The questionnaire was constructed to determine the norms of school culture perceived by the respondents as being typical of their own school culture.

Instrumentation

A questionnaire utilizing Saphier and King's (1985) twelve norms of school culture was found and modified. This questionnaire was designed by Sagor and Curley (1991) and had been utilized in two other studies. The Sagor and Curley questionnaire included twelve cultural norms [redivided into fourteen cultural norms] and required the participants to note their presence by stating an example and rating their importance. The modified questionnaire for this study focused upon the participants perceptions of the existence and importance of these norms in a given school. All participants were asked to rate each norm on a four point likert-type scale.

Procedure

In order to begin the study it was first necessary to establish a committee of experts. The purpose of this committee was to locate schools which were actively in the process of change. This committee consisted of a university professor in charge of supervising field placements in the county, a reading professor involved with placement of university reading students, and an experienced Chapter I teacher in the county.

All of the teachers and principals, were interviewed at their schools. Prior to the interviews the participants were told that the purpose of the study was to ascertain their perceptions on their

school culture and the principal's role in affecting that change. Interviews were conducted in twice: at the beginning of the study (phase 2) and at the end (phase 2). The interviews lasted from one to one and half hours. After each interview, journal notes were recorded regarding the participants during the interview. Teachers were asked to provide copies of one week's lesson plans that were typical of their teaching style both at the beginning of the study and at the end for comparison.

Data Analyses

Viewing school culture as a phenomena, data were analyzed from a phenomenological perspective, following the recommendations of Hycner (1985). The purpose of using this approach to analysis was to identify teacher perceptions about their school culture and the role they perceived their administrator played in that change. Each audiotape was reviewed several times in order to develop an understanding of the the tone and meaning of the statements. Then the audiotapes for each participant were transcribed. These transcriptions were read several times before being segmented into idea units, or "a unit of general meaning". Idea units were defined as the groups of words, phrases, non-verbal or paralinguistic communications which expressed a unique and coherent meaning clearly differentiated from that which preceded and followed" (Hycner, 1985, p. 282).

After idea units were segmented for all transcripts, categories of idea units were identified. Categories were created by clustering together relevant idea units that had a common theme. This was determined by rigorously examining each idea unit and eliciting the essence of its meaning given the context (Hycner, 1985).

At this time follow-up interviews were conducted to clarify unclear points made during the formal interviews. This data was transcribed, segmented, and added to the categories already established. Categories that related to the school culture and the principal's role were noted separately. Themes that were unique to certain groups were examined.

To check validity, the data were triangulated by comparing the data from the transcripts with the teachers' lesson plans, principal's memos, and the researcher's journal notes. To measure intercoder reliability, two graduate students were asked to independently categorize 500 idea units using the categories previously identified. Intercoder reliability was .83.

To support the qualitative research, the questionnaire data were analyzed quantitatively through twelve analysis of variance. The twelve analysis of variance were conducted in order to answer the research question: *What is the effect of the principal's role on teacher change and the school 's cultural norms?* These analyses aided in determining whether (a) the growth in a school cultural norm with one particular principal role was significantly different than a school cultural norm with different principal role (main effect for principal role), (b) An overall change in school

culture occurred for both schools from Phase 1 to Phase 2 (main effect for time), and (c) an interaction between principal role and time occurred. Thus, principal role (facilitating versus promoting) was a between subjects variable with different teachers in Salem (promoting principal's school) versus Richmond (faciltating principal's school). In contrast, time (Phase 1 versus Phase 2) was a within subjects independent variable with all teachers participating at both Phase 1 and Phase 2. The dependent measures were the means for each of the twelve norms. Analysis were conducted separately for each of the twelve school cultural norms.

Qualitative Results

The qualitative results established both the role of the principal and their perceptions of their role in affecting the school culture. The two principals assumed different roles at the beginnning of the study. These roles were examined in relationship to their affecting a change in any of the school cultural norms. The Salem principal, Len, assumed the role of promoter of the change, while the Richmond principal, Ben, took on the role of facilitator. During the two phases of the study, the principals progressed in their roles and became stronger influences upon the school culture.

Roles of the principals

Salem principal. When Len was interviewed at the start of Phase 1, he stated that his role as principal was to enhance the competency of his teachers, to facilitate that competency by providing resources and supporting necessary changes. "I think that time and money are the principal's job. I keep trying to come up with money whenever I can and I'm willing to make whatever changes are necessary."

By the beginning of Phase 2, Len's efforts to provide teachers with materials for a literature-based program had been comparatively successful. In addition to time and money, Len provided the teachers with an opportunity for knowledge of the new approach. As his whole language program proceeded, Len found that his role was to be a strong promoter of the change at his school rather than just a facilitator. He not only encouraged his teachers to take classes, but also attended whole language classes with his teachers. "The easiest thing for a principal to do is get involved. I was involved in the class work. I would participate in going to conferences dealing with whole language. If there were teachers talking about whole language, I would get involved. I would let them know I was willing to do exactly what they were willing to do."

Richmond's principal. When Ben was first questioned about his role as a principal, he stated, " I perceive my role as the facilitator of whole language, which means that ... I need to stay abreast of ideas, idea-sharing, brain-storming and bringing new ideas into the classroom as they come available ... and pass those along to the teachers." He acted as a facilitator by allowing his

teachers the freedom to explore whole language.

Over the two phases of the study, Ben worked on his role as facilitator by increasing his knowledge of whole language. He explains, "I will never make any pretensions to being an instructional leader, but I'm a good manager and facilitator. I'll listen to my teachers and know who can do the instructional leadership and give them the reins." He saw his role as "keeping the dialogue open" and provided request pads for his teachers so they could make direct requests of materials. He usually did "leg-work" needed to procure funding which frequently involved paperwork he felt teachers did not have the time to complete.

Ben's knowledge of whole language increased over the two year period through his own efforts to read research, dialogue with his staff, and attend conferences and classes. He continued to encourage implementation of whole language and created school-wide curriculum goals with his teachers. With his increased knowledge of whole language approaches, Ben was able to be more direct in facilitating his teachers' changes toward this approach.

Principal's perceptions of their role in affecting a change in school culture

Salem administrator's perceptions of school culture. During his interview, the Salem principal, Len, discussed the twelve school culture norms and his role in the establishing them. Of the twelve norms, Len concentrated on some more than others, but mentioned eleven. These were: (1) collegiality, (2) experimentation, (3) expectations, (4) trust and confidence, (5) tangible support, (7) reaching out to the knowledge-base, (8) appreciation and recognition, (9) involvement in decision-making, (10) protection of what's important, and (11) honest, open communication. In trying to establish whole language at Salem, the principal felt that he promoted many of these norms.

Len's facilitation of school cultural norms. Len related collegiality with collaboration and reaching out to the knowledge-base. "I think by constantly offering opportunities to meet in the morning prior to the start of school, I gave teachers the opportunity to talk about reading; to discuss what they were doing; and what worked and what did not work." The principal also noted a change in the teachers conversations during non-meeting times.

The Salem principal stated that in order for experimentation to take place, he promoted a non-threatening atmosphere. "I think people were willing to experiment where they didn't feel threatened. As the school year progressed, you could see that area start to stretch. People were willing to go a little bit further."

Len felt that trust and confidence needed to be built upon collegiality and collaboration. "Trust and confidence came with time and teamwork. I saw that those teachers, who readily permitted the Chapter I teacher into their classrooms, become a part of a team. This tended to eliminate all types of fears." He explained that he built this collegiality and collaboration by

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supporting the push-in policy of the Chapter I teachers in his building and by encouraging the teachers to utilize their expertise. The principal also felt it was necessary to gain the trust and confidence of the school's parents in order to gain their financial and moral support. He explained, "It took time. It was a salesmanship job by myself and the teachers. We began by meeting with the school improvement council to discuss our whole language program." Parental support was also necessary in order to obtain money for needed supplies. "Once the parents believed in what we were doing, they allocated funds for literature books and other materials." The Salem principal felt that in order to provide materials for teacher experimentation he needed to know what the teachers wanted and that requiredincreased communication. "Number one, a principal has to hear what the teachers want. It does the principal absolutely no good to go out and purchase things that he knows the teachers will not use in their classrooms. Whenever I had monies available I always turned it over to the staff, so that they could purchase things they needed. Also, faculty senate money was spent this way."

In order to promote a teacher change at his school, Læn encouraged his teachers to reach out to the knowledge-base. "I always encouraged the teachers to attend conferences. I told them that it was the only way that they could possibly grow, especially if they were not taking a course at the university. We have had two classes here at Salem that dealt with whole language in particular. In fact, the Chapter I teacher and I made it as easy as possible for our teachers. First, the classes were held in our building right after school. The tuition was paid and pretty much, if you showed u, you were in. Another way I promoted professional development was, anytime I would pick up on a conference dealing with whole language, I always recommended it to the teachers. I feel this has had a great impact... I think if a principal tells them to go they feel that it's worthwhile."

Læn felt he promoted involvement in decision-making in his teachers, at least in regards to selection of materials. "Basically, I got them involved by making them be a part of the decision-making process. Too many times, principals would just take care of the selection of certain ideas without giving the teachers the opportunity to participate. Once they felt good about making decisions based upon things that they would be using in their classrooms, there was never any problem."

The norms of protecting what's important, and open, honest communication, Læn related to the teacher change rather than the school in general. "I feel that I eliminated traditional guidelines and allowed the teachers to bridge the gap and create their own curriculum." In discussing open, honest communication Læn talked about the teachers being happy with what they were doing, and the positive affect of this upon the students.

For Læn, direct communication of his appreciation to his teachers was difficult. Instead, Læn attempted to demonstrate his appreciation through participation. "The easiest way is for the

principal to be involved. I was involved in the class work. I would participate in going to conferences dealing with whole language. If they were talking about whole language, I would join in. I would let them know I was willing to do exactly what they were willing to do, and it worked!"

Richmond administrator's perceptions of school culture. During his interview, Ben was asked to discuss the twelve school culture norms at his school and his role in establishing them. Of the twelve norms, the Richmond principal concentrated on: (1) collegiality, (2) experimentation, (3) expectations, (4) tangible support, (5) trust and confidence, (6) appreciation and recognition, (7) reaching out to the knowledge-base, (8)honest, open communication, and to a lesser degree (9) protection of what's important. The Richmond principal felt that he facilitated these norms at Richmond School.

Ben's facilitation of school cultural norms. Ben perceived that there was a strong feeling of collegiality among his staff and related this to their social events. "The social things, like the football poll. They may seem very insignificant, but it keeps the staff very tight this year. I don't think there are any strong lines of demarcation between administration and staff here." He explained that he had been working on collegiality through improved communication. "I'm trying to listen. I mean, really listen. And I'm trying to implement really good programs through teacher recommendations. I hope that the staff would think that they could come talk to me about anything and we can try together to work out a solution."

Ben felt that his willingness to listen to his teachers also promoted experimentation at Richmond. During Phase 2, his school was incorporating whole language, multi-age grouping, and a space consortium with NASA. The Richmond principal stated that he was not a curriculum leader. "I will never make any pretension of being an instructional leader. I'm a good manager, a good facilitator, and I'll listen." Ben stated that he encouraged his teachers to experiment, but that experimentation came from his teachers. This experimentation he claimed was built upon a foundation of trust and confidence between the principal and his faculty. "They bring it to me and they want me to implement it, but facilitate."

Ben explained that he did not force experimentation. " I have a formula I use: high expectations minus support equals frustration. Whether it is financial or instructional, I don't want this faculty to become frustrated." Ben also related experimentation with expectations and support. "You have to have high expectations and you can see this in our school goals. You also have to provide the necessary support for those expectations."

In the area of expectations, Ben explained that an important component was improving the faculty's knowledge-base. He clarified his method for improving this knowledge-base at his school. "Reading, research, dialogue, and communication. We all read. The teachers have reading groups and we share a lot of articles. Presently, I'm taking a course with two other

teachers in my building." He encouraged the Richmond teachers to attend classes, workshops, and conferences by making them aware of what was available.

For the norm, protecting what's important, the Richmond principal stated that while he attempted not to interrupt the teacher's teaching time, he was not always successful. His methods to protect their time related to encouraging them to increase their communication with the parents. He explained, "I think the teachers, through weekly newsletters, phone calls, and meetings, are keeping the parents informed. And as long as the parents understand what's going on, they'll buy into it." He also tried to inform his faculty through a weekly memo, rather than frequent meetings and the PA system. "Every morning at eight o'clock and one in the afternoon we use to have announcements. Now, I try to stay off, but I don't always stay off the intercom."

Ben noted that there was another school norm area in which he needed to improve. He felt that he should show increased appreciation and recognition of his faculty. "Probably, one of my biggest faults is I don't recognize teachers. We don't do a lot of the teacher appreciation things. I have a hard time... you know I'll tell them. But I think the teachers know I appreciate what they're doing."

Ben did not mention facilitating the following norms: (1) caring, celebrating and humor, (2) traditions, and (3) decision-making. Some of these norms were mentioned indirectly in discussion. For instance, the principal stated that the teachers discussed decisions concerning curriculum changes with him and asked for monetary or administrative support.

Teacher's collaboration of the principal's affect on school cultural norms

Richmond teachers collaboration of principal's affect. All the interviewed teachers spoke of collegiality as being promoted by Chapter I teachers more than the principal. The principal did state that he attempted to promote collegiality among the faculty, but tended to socialize only with male faculty members. Experimentation, and trust and confidence were found mainly in the teachers relationships, but they were affected by the principal in that the faculty believed he condoned their efforts. All teachers mentioned that they received monetary support for change from the principal.

Certain norms were perceivedto be facilitated differently by different participants. These were: (1) expectations, (2) decision-making, and (3) protection of what's important. None of the teachers perceived the norm of expectations as being facilitated by the principal. One group related expectations with regard to students' performance rather than as a standard of the school. Thus, they stated any increase was the results of their personal endeavors. Another group related expectations to honest, open communication among colleagues. They stated that they utilized colleagues in order to foster their expectations.

For the norm of decision-making, there were also different perceptions. One group

believed they had decision-making power in their classroom, but disagreed on the extent of their power in the school as a whole. Another group stated that the principal gave everyone the opportunity to voice their opinion on school matters. A third group felt that certain decisions on school wide matters were administratively decided and the staff had no choice in the matter, but that this was changing. The teachers who were more involved with the change were also the ones who voiced that they wanted a stronger voice in decision-making.

Discussion of the norms of appreciation and recognition, and protecting what's important, were identified as problem areas for the Richmond teachers. They felt that the principal did not acknowledge their efforts, although he gave them free rein in making their curriculum changes. The principal concurred with this by sharing that he had difficulty in stating his appreciation for teachers' efforts. The teachers stated that they felt their class time was frequently infringed by unnecessary interruptions.

Some norms were neither mentioned by the faculty as being facilitated by the principal nor even existing as a known norm in the school's culture. These included the norms of traditions and caring, humor, and celebration.

Salem's teachers collaboration of principal's affect. All Salem participants commented positively on many school culture norms and perceived some as being fostered by the principal. The Salem principal presented himself as a promoter of the teacher and felt that he had a significant role in the establishment of most of the school norms which supported this transition . His teachers didn't always agree.

All of the participants agreed that levels of collegiality increased over the two year period and was the direct results of the principal's promotion of the change. For some groups of teachers, collegiality was interrelated with trust and confidence, experimentation and reaching out to the knowledge-base. In referring to collegiality, comments related more to in-school collaboration which were originally fostered by the principal. Feeling compelled to change, teachers mentioned that they banned together for support in order to experiment and gain knowledge.

All of the participants commented on the principal's role in promoting experimentation. Only one of the Salem participants indicated negative pressure by the principal to change. The teachers description of the principal's role to promote experimentation ranged from the staff being "forced," to "expected" and "pressured". Since experimentation involved collaboration, the participants expressed that they felt less fear.

Expectations for most of the participants were promoted more intrinsically than by the principal. Their intrinsic belief was stated as being based upon the reactions of their colleagues, students, and the parents. Only one teacher who perceived expectations as being promoted by the principal and having a negative affect. He stated that the principal only expected teachers to

prevent discipline problems rather than promote academic standards.

For most of the participants, tangible support, reaching out to the knowledge-base, and trust and confidence related to their relationships with colleagues, responses of their students, and support of the school's PTO which was indirectly promoted by the principal. Salem had received quite a bit of monetary support to supply whole language materials. The teachers felt that the principal promotion of the change with the parents and community led to these donations. likewise, his promotion of the change had enabled them to increase their knowledge base.

The Salem teachers all felt that they had not been adequately involved in decision-making, and that what was important to them had not been adequately protected by their principal. The principal believed that he protected what was important for the teachers by removing guidelines and eliminating standards relating to lesson plans. The teachers perceived that their time was wasted by unnecessary meetings and constant interruptions from the intercom and telephone. The principal perceived these same meetings as a means of providing time for collaboration and further knowledge development. The teachers felt that after awhile they had learned to collaborate and gained their own knowledge without these meetings.

For the teachers, involvement in decision-making was perceived to be promoted at the classroom level only. Their perceptions was that school-wide decisions were made only by the principal, who put forth ideas that the teachers were asked to implement.

The Salem participants made very few comments on these norms: (1) traditions, (2) caring, celebrating, and humor, and (3) open, honest communication. It was implied that open, honest communication among the teachers was promoted indirectly through the principal's promotion of collegiality.

Quantitative Results

The findings from the quantitative results complemented the qualitative results. A main effect for principal role (facilitator versus promoter) was found for four of the twelve school cultural norms. They included: (1) collegiality, (2) tangible support, (3) caring-celebrating-humor, and, (4) open, honest communications between Richmond School and Salem School. Significant differences were detected for (1) collegiality $F(1, 28) = 16.4$, $p = .0004$) with Richmond having significantly higher scores (2) tangible support $F(1, 28) = 6.80$, $p = .01$ with Richmond having significantly higher scores than Salem; (3) caring/celebrating/humor $F(1,28) = 7.92$, $p = .008$ with Richmond having significantly higher scores between phases than Salem; and (4) open, honest communication $F(1,28) = 7.65$, $p = .009$ with Richmond having significantly higher scores than Salem. No main effect was evident for eight of the school cultural norms. These include: (1) experimentation, (2) expectation, (3) trust and confidence, (4) reaching out to the knowledge-base, (5) appreciation / recognition, (6) protection of what's important, (7) decision-making, and (8)

traditions.

A main effect for time (Phase 1 to Phase 2) was found for nine of the twelve school cultural norms. They included: (1) collegiality, (2) experimentation, (3) expectation, (4) trust, (5) knowledge, (6) humor, (7) protection of what's importart, (8) decision-making, and (9) communications. Significant differences from Phase 1 to Phase 2 were detected for: (1) collegiality $F(1,28) = 3.72$, $p = .06$; (2) experimentation $F(1,28) = 14.38$, $p = .0007$; (3) expectations $F(1,28) = 3.91$, $p = .06$; (4) trust $F(1,28) = 5.04$, $p = .03$; (5) knowledge $F(1,28) = 9.44$, $p = .005$; (6) humor $F(1, 28) = 3.91$, $p = .06$; (7) Protecting what's important $F(1, 28) = 7.59$, $p = .01$; (8) decision-making $F(1, 28) = 8.80$, $p = .006$; and (9) communication $F(1, 28) = 5.42$, $p = .03$. No main effect was found for support, appreciation / recognition, and traditions.

An interaction between principal role (promoter versus facilitator) and time (Phase 1 to Phase 2) was noted for only one of the twelve school cultural norms. Significant differences were detected for collegiality $F(1, 28) = 2.70$, $p = .11$. No main effect was found for: experimentation, expectations, trust, support, appreciation/ recognition, caring-celebrating-humor, protection of what's important, decision-making, traditions, knowledge, and communication.

Discussion and Conclusion

Quantitative conclusions for the effect of principal role and school cultural norms.

Significant school cultural norm differences. A main effect for principal's role (facilitator versus promoter) was found for four of the twelve school cultural norms. They included: (1) collegiality; (2) tangible support; (3) caring/ celebrating/humor; and (4) open, honest communications with Richmond School having significantly higher scores over Salem School.

While Salem participants' levels of collegiality increased significantly in comparison to Richmond from Phase 1 to Phase 2 of this study, Richmond maintained higher scores over the two phases. Richmond's significantly higher scores may signify that strong collegiality is important for teacher change when the principal doesn't directly promote the change. In contrast the increase in Salem's scores over the two phases may indicate that a principal in a promoting role encourages the teacher to increase their collegiality during the change time period. Research (Johnston, Bickel, & Wallace, 1990) has shown that, when change is introduced by an administrator, teacher response is often negative. Teachers frequently band together either due to a negative response to the innovation or to provide support for their needs in relationship to the change.

There was a significant difference between the tangible support scores for Salem and Richmond School. Both schools maintained the same mean for each of the phases. Richmond's scores were substantially higher. This difference may relate to the principal's role during the time

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of teacher change at the school. Teachers may have felt more pressured at Salem School where the change was being promoted by the principal. This change directly affected all of Salem's participants. Therefore, those teachers rejecting the change may have felt less supported. Richmond teachers made their own choices on whether to change. Teachers whether transitioning or not would perceive that they were being supported by their principal in their choice.

The school cultural norm of caring, celebrating, and humor showed a change between schools. Richmond teachers rated their school higher in Phase 1 than the Salem teachers, but the Salem teachers scores increased dramatically by Phase 2. Since the Salem teachers were more intent upon this change as a result of their administrators urgings, this may have resulted in a more serious, less celebratory school culture in Phase 1than at Richmond School. Afterall, change requires more work and effort than maintaining what is already in place. Likewise, all teachers at Salem were intently involved in this change compared with the smaller group at Richmond. While Richmond's transitioning teachers may have also rated this norm low, the greater number of non-transitioning teachers may have boosted this norm ratings. By Phase 2 the Salem's scores had dramatically increased. This increase may have been the result of the teachers becoming more comfortable with the change over time and the increase in collegiality which led to greater caring, celebrating, and humor.

The last school cultural norm to demonstrate a difference between schools was honest, open communication. Richmond demonstrated a significantly greater increase in their levels of communication from Phase 1 to Phase 2. This may be explained in that the number of Richmond teachers to implement a change increased over the course of the study, while the number of Salem teachers participating in the change process remained fairly constant. All Salem teachers, at least externally, attempted to make changes at the start of Phase 1. It was the extent of their change that increased from Phase 1 to Phase 2.

Non-significant school cultural norm differences. No main effect was evident for eight of the 12 school cultural norms. These included: (1) experimentation; (2) expectation; (3) trust and confidence; (4) reaching out to the knowledge-base; (5) appreciation and recognition; (6) protection of what's important; (7) decision-making; and (8) traditions. Since these norms were found to be either significant or moderately increased for both schools, it is understandable that these norms would not be significant for one principal role over another. Participants, who were changing at both schools, would need to increase their experimentation, trust and confidence, knowledge, and decision-making as the change progressed no matter what the role of the principal. Expectations, and appreciation/ recognition are generally norms which are fostered by principals and would be expected to remain constant whether the principal is promoting the change or not. The norm of protecting what's important may be expected to increase significantly at the promoting principal's school , since the principal would be more conscious of the demands regarding the change.

However, while there was an increase for Salem School, that increase was not significant. This could be explained in that teachers and the principal differed on what was important. The norm of traditions may be considered unimportant due to teacher perception of that norm. Traditions are such an integral part of a school culture that they are unnoticeable to the culture's members. Likewise, since this type of change may be viewed by teachers as being serious and difficult, the norm of caring, celebrating, and humor may appear to them as not having a great affect on change. Another possibility is that this norm is so integrated into the interactions between colleagues as they collaborate that it is not viewed as a separate norm.

Quantitative conclusions for the effect of time and school cultural norms.

Significant school cultural norm differences. The following norms demonstrated a significant increase from Phase 1 to Phase 2 of the study: collegiality, experimentation, expectation, trust and confidence, knowledge, caring/celebrating/humor, protection of what's important, decision-making, and communication. Since these norms significantly increased from Phase 1 to Phase 2 for both schools, it may be conjectured that these norms are important to school relationships as teachers work together over time. Also, it may be considered that these norms are important to the change process and thus no directly effected by the principal's role. That is, once the participants begin to change, these norms increase due to an increase interaction among the participants. Thus,as collegiality increases this increase fosters an increase in trust and confidence, caring/celebrating/humor, communication, and knowledge through the exchange of information and support. This, in turn, tends to increase the possibility of experimentation and decision-making among the teachers who have increased their expectations of their teaching ability. This often results in an increase in protecting what's important and a fostering of decision-making by the principal whether they are facilitators or promoters of the change.

All of the above norms were found to be significant for all participants from Phase 1 to Phase 2 as well. Thus, it is conceivable that a significant increase in these norms related more to the teachers' behavior during the change process than the principal's role. These norms as explained above tend to interact and promote each other. Thus, an increase in one would tend to show and increase in another.

Non-significant norms. The norms of tangible support, appreciation and recognition, and traditions were shown not to have significant increases from Phase 1 to Phase 2. The norm of tangible support remained constant with absolutely zero change. A reason for this may be that Richmond participant's who maintained the high scores, perceived that their principal's failitating role was consistently supportive throughout the two phases. In contrast, Salem's participants low ratings remained constant possible because the participants felt their principal promotion of the change was viewed as pushy rather than supportive throughout the study. Recognition and

appreciation and traditions changed little during the two phases for both schools for reasons stated previously.

The Interaction Between Implementation Type and Time

Quantitative conclusions for the effect of role andtime on norms. The norms of collegiality and knowledge showed an interaction affect. Collegiality was rated high in Phase 1 for Richmond with only a small change in Phase 2. Richmond rated knowledge higher than Salem in Phase 1, but their mean scores were lower than Salem's scores for Phase 2. These changes relate strongly to principal's role.

These results imply that collegiality needs to be firmly entrenched in a school where the principal does not promote change but rather acts as a facilitator. Teachers need to feel comfortable in order to ask questions when they are unsure, express doubts, and ask for assistance. As long as that collegiality remains fairly constant, teachers can continue in the change process. In contrast, it appears that the Salem teachers, as a result of teacher change, required more collegiality for support than Richmond. This is congruent with Richardson (1990) who found that teachers in schools where the administrator promotes the change tend to increase collegiality in response to this manner of implementation.

Knowledge would need to be higher in Phase 1 for a school where a principal facilitates the change, since the individual teachers are the actual promoters of the change. When teachers are spreading the change they need to be more informed so as to convince other teachers to attempt the change. Salem teachers whose change information was supplied by their principal, had frequent opportunities to gain the knowledge to implement the change. As time passed Salem teachers through this constant supply of knowledge became more informed than the Richmond teachers who had to provide their own information.

Non-significant norms. Significant interactions for experimentation, expectations, trust and confidence, support, appreciation and recognition, caring/celebrating/humor, protection of what's important, decision-making, traditions, and communication were not found. Since most of these norm accept traditions and appreciation and reognition were found to be significant for all participants, no matter of the of the role of the principal, it is conceiveable that they would not interact. The norm of appreciation and recognition was found to be frequently internalized by teachers in transition and therefore, not signitficant. Traditions as mentioned before had little effect on teacher change since teachers were often breaking traditions by changing.

Through these results it can be shown that the cultural norms of collegiality and knowledge increased and affected the change process as well as appeared to be affected *by* the change process. The role of the principal in affected cultural norms appears minor since nine of the school

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cultural norms increased over time whether the principal was a facilitator or a promoter. The teachers at the principal's school who was a promoter believed that their principal did effectively increase several cultural norms. The teachers at the facilitating principal's school claimed that while he did not directly affect these norms he allowed an increase to occur through faculty involvement. These results suggest that principal's can affect cultural norms more as a facilitator than as a promoter of a change an increase in these norms are necessary during a change process..

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Appendix

School Code_____

Code Name_____

SCHOOL CULTURE SURVEY

Schools differ in many ways. One difference between schools is the character of their organizational "culture". The culture of an organization can be understood by the shared norms, values, and beliefs of members in that community. This survey asks you to think about **your school** as a community and to assess the degree to which each of the following norms/values are consistent features in the workday of **your school**. Since culture of the school can change over time I would like you to rate your school for the past school year. Note with * if changed.

Rate each of these norm/values on the following scale:

1= Not characteristic of our school.

2= Seldom characteristic of our school.

3= Occassionally characteristic of our school.

4= Very characteristic of our school.

Remember the focus of the survey is your school as a whole.

In the first column is the norm/value; next the rating for the school year

NORM/ VALUE RATING

1) Collegiality
(Getting along as a staff)

2) Experimentation
(risk-taking)

3) High Expectations
(Of yourself & school)

4) Trust & Confidence
(In self by others)

5) Tangible Support
(Aid, Money, Time)

6) Reaching Out to the
Knowledge Base _____

7)Appreciation and Recognition
(Of your work or effort) _____

8) Caring, Celebrations, &
Humor _____

9) Protection of What's
Important (school goals) _____

10) Involvement in Decision
Making _____

11) Traditions
(Certain special events) _____

12) Honest, Open
communications _____

Thank you for completing this survey.

The norms/ values used in this survey were derived from the work of Matthew King and Jonathan Saphier (1985).